DOCUMENT RESUME

ED 400 868 JC 960 628

AUTHOR Genz, Pat; And Others
TITLE Putting It Together: Developing a Faculty Mentoring Program.
INSTITUTION Charles County Community Coll., La Plata, Md.
PUB DATE 96
NOTE 39p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; Community Colleges; *Faculty Development; *Interprofessional Relationship; *Mentors; Program Descriptions; Program Development; Program Evaluation; Two Year Colleges
IDENTIFIERS *Charles County Community College MD

ABSTRACT

This three-part report describes the development and operations of the faculty mentoring program at Charles County Community College, in Maryland. First, the history and goals of the program are reviewed and the mentoring process is described, indicating that faculty are offered mentors at the beginning of each semester, mentors are paid $100 and receive two service units, and mentor partnerships may be ended at any time if either partner wishes to do so. Next, a 1996-97 report on the program is presented, providing information on the following areas: (1) mentors' and partners' responsibilities; (2) the selection and responsibilities of the mentoring coordinator; (3) areas of community college education that mentors and partners may want to work on; (4) suggested activities for partnerships; (5) the process used to select mentors and partners; (6) evaluation procedures; and (7) the role of the college's Faculty Mentoring Committee. The report also provides faculty mentor and partner agreement and mentoring partnership evaluation sample forms. Finally, the Faculty Mentoring Committee's 1996 annual report is presented, summarizing the Committee's projects and activities for the 1995-96 academic year, describing the committee and its objectives and goals, providing letters of transmittal, and presenting results from fall 1995 and spring 1996 mentoring partnership evaluations. Contains 30 references. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 868

Putting It Together: Developing a Faculty Mentoring Program

By

Pat Genz, Shirlee Levin, and Rex Bishop
Charles County Community College
La Plata, Maryland

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R.L. Bishop

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 960 628

PUTTING IT TOGETHER:
Developing a Faculty Mentoring Program

Pat Genz, Shirlee Levin, and Rex Bishop

Abstract

Planning for the Faculty Mentoring Program at Charles County Community College began five years ago. During the 1995-96 academic year, the plan has been fully operational. This paper will give a brief history of the development of the program, describe the process used in the current program, explain the budget, suggest ways of getting funding, and list a bibliography of useful materials.

History

The idea for a faculty mentoring program came from the faculty and was explored at a forum sponsored by the Faculty Development Committee at Charles County Community College. Because of the wide interest, the idea was brought to the academic Deans who were enthusiastic about the proposal. The Deans agreed to fund members of a newly formed Mentoring Committee during the summer of 1994 to come up with a workable proposal and design a pilot project. Their only stipulation was that the project should focus on improved teaching for new faculty members.

The Mentoring Committee spent the summer reading articles found through a computer search and some supplied by faculty and even students. It identified several problems to consider, including what terminology to use, what level of confidentiality should be maintained, and what the goals of the program should be. The term mentor was universally accepted in all the research, but there were many terms for the other member of the relationship, such as mentee, mentoree, or protege, all of which seemed to subordinate that other faculty member. Finally, the term partner was decided upon, a word that stressed the fact of equal sharing in the mentoring relationship.

The issue of confidentiality was difficult. Every article stressed the need for it, and it seemed very important in establishing trust withing the mentoring relationship to keep it. The Mentoring Committee felt the project could have been doomed to failure if information from the mentors were used in any way to evaluate the new faculty member for step or

promotion. Thus, the program was designed to maintain utmost confidentiality, within the confines that the law allows to college faculty members. This confidentiality extended to the dissolution of a partnership with no onus on either the mentor or the partner.

Once these issues were decided, the Mentoring Committee began to design forms, set up a bookkeeping system, and plan a presentation of the pilot program for the full Faculty Senate. Forms included: a mentoring agreement form which set up a tentative schedule for meetings; a development plan form which proposed topics of discussion, ways of implementing these ideas, and methods for assessing progress; a faculty survival checklist that included a full list of items a new faculty member should know and have; and an evaluation form to be filled out by both the mentor and the partner which evaluated the process, rather than the person.

A pilot program was held during the 1994-95 academic year with five partnerships in the first semester and six in the second semester. Responses on the evaluation were enthusiastic. Highlights during the first year included a workshop for mentors on listening and other communication skills and a luncheon at the end of the year.

Goals

The following is a list of outcomes that were set by the Mentoring Committee to serve as a gauge to the success of the program:

1. Improved instruction
2. Increased exchange of ideas between new faculty and faculty members who have experience teaching at Charles County Community College
3. Enhanced understanding of the mission of the community college
4. Increased awareness of the diversity of the students
5. Shared strategies for student-centered learning
6. Increased support for new faculty, so they enjoy their first semester and wish to continue teaching for the college

The Mentoring Process

1. Faculty members are offered mentors at the beginning of each semester. Priority is given to new full-time faculty.

2. Each partnership lasts for at least one semester and includes several conferences between mentor and new faculty member or partner. The mentors are paid $100 per semester and receive two service units per semester for participating in the mentoring program. Units count toward earning step and promotion. The full-time faculty members who are partners receive one developmental unit per semester for participating in the mentoring program if they choose to list the partnership on their plans.

3. Each mentor and partner fills out an agreement form and signs it before mentoring begins. The form specifies the goals of the mentoring partnership, the limits of confidentiality, and the conference schedule.

4. It is possible to end a mentoring relationship at any time if either mentor or partner wishes to do so. A statement regarding the conclusion of the mentoring relationship is part of the agreement form for mentors and partners.

<u>The Mentor's Responsibilities</u>

The mentor's chief responsibility is to work with the partner to assess his or her needs, so they can formulate goals and action items to meet those needs.

Other responsibilities of the mentor include:

1. Attending an orientation session, at which mentors select a coordinator for the semester. A workshop on mentoring may be given during the semester.

2. Conferring with the partner before the semester begins or as early in the semester as possible to discuss the goals of the mentoring relationship. This conference should include a discussion about the partner's previous experience in teaching or training situations. The mentor may want to discuss the mission of the community college and offer suggestions about teaching methods that address the diverse needs of our students.

3. Working with the partner to set specific goals for the semester and figure out a schedule for future conferences. We recommend at a minimum that the mentor initiate contact with the partner every three weeks to see how the semester is going. Every conference is an opportunity for the partner to raise concerns or ask questions.

4. Helping to evaluate the mentoring program. Both mentors and partners are asked to evaluate the mentoring experience and to offer suggestions for future mentoring programs. Mentors also keep a list of the hours they spend mentoring, so the committee can have a sense of the time commitment required.

The Partner's Responsibilities

The partner's chief responsibility is to participate fully in the dialogue with the mentor, so the goals and the action items they agree upon are useful.

Other responsibilities of the partner include:

1. Conferring with the mentor before the semester begins or as early in the semester as possible to discuss the goals of the mentoring relationship. The partner needs to explain his or her previous experience in teaching or training situations. The partner may want to discuss the mission of the community college and ask for suggestions about teaching methods that address the diverse needs of our students.

2. Working with the mentor to set specific goals for the semester and figure out a schedule for future conferences. There will be a conference about every three weeks. Every conference is an opportunity for the partner to raise concerns or ask questions.

3. Helping to evaluate the mentoring program. Both mentors and partners are asked to evaluate the mentoring experience and to offer suggestions for future mentoring programs.

Selection and Responsibilities of the Mentoring Coordinator

At the orientation, the mentors for each semester choose one of their group to serve as mentoring coordinator. The coordinator acts as the liaison between the committee and the mentors and partners to preserve confidentiality. The coordinator keeps track of the mentor/partner agreement forms, the development plans, the program evaluation forms, and the total hours spent by mentors. The coordinator prepares summary reports on the process and on the evaluation survey for the committee without any reference to a specific person.. The coordinator serves on the faculty mentoring committee. The coordinator receives one additional service unit, and $150 each semester in addition to $100 for mentoring.

Selection of Mentors

Each August and December, the committee sends out a request for volunteer mentors through E-mail. Any full or part-time faculty member with at least one year of experience at our college can apply. Applications are reviewed by the appropriate department chair and the mentoring committee.

Selection of Partners

Department chairs inform the committee of new faculty members who they think will benefit from mentoring. Experienced faculty members who would like to learn a new skill may contact the committee to request a mentor. Participation is voluntary. The committee sets up the partnerships. Priority is given to new full-time faculty.

Evaluation of the Mentoring Program

The committee administers an evaluation survey at the close of each semester. The mentors and partners fill out anonymous evaluation forms. The results are collated by the coordinator and submitted to the committee. The committee makes revisions of the program, based on these evaluations.

The Role of the Faculty Mentoring Committee

The faculty mentoring committee is a subcommittee of the faculty development committee. The committee is responsible for coordinating the mentoring program. After contacting people who have volunteered to be mentors and partners, the committee sets up the partnerships each semester. The committee meets monthly to monitor the process. The committee hears reports from the coordinator on the progress of the mentoring partnerships, considers the program evaluations as summarized by the coordinator, and makes improvements in the process, based on these evaluations.

Faculty Mentoring Program: Faculty Mentoring Faculty

CHARLES COUNTY COMMUNITY COLLEGE

1996 - 1997

THE FACULTY MENTORING PROGRAM

Charles County Community College

The Faculty Mentoring Program is administered by the Faculty Mentoring Committee, a subcommittee of the Faculty Development Committee. The Faculty Mentoring Committee members are Rex Bishop, Shirlee Levin and Carolin McManus.

EXECUTIVE SUMMARY

Overview

The goal of the faculty mentoring program at Charles County Community College is to provide sharing partnerships to foster success in the classroom and to encourage creativity in teaching.

After a successful pilot project in 1994 - 95 involving 11 mentoring partnerships, the committee expanded the mentoring program to provide 15 partnerships for 1995 - 96. The program will continue to expand to meet mentoring needs.

The program includes three kinds of mentoring situations:

1. Departmental mentoring for new full-time faculty

2. Departmental mentoring for new part-time faculty

3. Cross-departmental mentoring for experienced faculty who wish to improve their skills (e.g. distance learning).

These mentoring partnerships are available on campuses in Charles, Calvert and St. Mary's Counties.

Outcomes

The mentoring program should have the following outcomes:

1. Improved instruction

2. Increased exchange of ideas between new faculty and faculty members who have experience teaching at CCCC

3. Enhanced understanding of the mission of the community college

4. Increased awareness of the diversity of our students

5. Shared strategies for student-centered learning

6. Increased support for new faculty, so they enjoy their first semester and wish to continue teaching at CCCC.

Evaluation Process

The mentoring program includes an evaluation of the process by mentors and partners each semester. The committee will make revisions of the program, based on these evaluations.

VII. Selection of Mentors

Each August and December, the committee will send out a request for volunteer mentors through E-mail and the Friday Report. Any full or part-time faculty member with at least one year of experience at CCCC can apply. Applications will be reviewed by the appropriate department chair and the mentoring committee.

VIII. Selection of Partners

Department chairs will inform the committee of new faculty members who they think will benefit from mentoring. Experienced faculty members who would like mentoring to learn a new skill may contact the committee to request a mentor. Participation is voluntary. The committee will set up the partnerships. Priority will be given to new full-time faculty.

IX. Evaluation of the Mentoring Program

The committee will administer an evaluation survey at the close of each semester. The mentors and partners will fill out anonymous evaluation forms. The results will be collated by the coordinator and submitted to the committee. The committee will make revisions of the program, based on these evaluations. (See evaluation form for mentoring program.)

X. The Role of the Faculty Mentoring Committee

The faculty mentoring committee is a subcommittee of the faculty development committee. The committee is responsible for coordinating the mentoring program. Members of the faculty volunteer to serve on the committee each August. The mentoring coordinator selected by the mentors also serves on the committee. Before each semester begins, the committee asks the faculty if they wish to volunteer to serve as faculty mentors. The committee asks department chairs if there will be new full-time or part-time faculty who might benefit from a mentoring partnership. Then, the committee contacts these new faculty members to see if they would like to volunteer for a partnership. The committee meets to select the mentors who might best meet the needs of the partners. The committee contacts both mentors and partners. Then, the committee invites the mentors to an orientation session where they select a coordinator.

The committee meets monthly to monitor the process. The committee hears reports from the coordinator on the progress of the mentoring partnerships, considers the program evaluations as summarized by the coordinator, and makes improvements in the process, based on these evaluations. The committee may nominate a mentor to be honored each year and will send nominations forward to the college administration for recognition.

V. Aspects of Community College Education

Areas that mentors and partners might want to work on include:

- Discussing the Faculty Statement on General Education
- Preparing for the first class session
- Using a variety of teaching strategies to match different learning styles or channels
- Teaching adult learners
- Devising and evaluating assignments
- Handling disruptive students
- Reviewing the different levels of learning (Bloom's hierarchy) and structuring instruction to assist learning at appropriate levels
- Encouraging collaborative learning
- Structuring group discussions
- Discussing ways the instructor might contribute to the college's efforts to increase participation of male students and female students in all disciplines
- Looking at the CCCC student demographics and discussing the implications for instruction
- Constructing unit tests and final exams
- Using visuals and multi-media equipment to enhance learning
- Using computers to assist instruction
- Using different assessment procedures
- Exploring resources and services available to support both faculty and students, such as the SMART Center
- Learning appropriate locations/channels/networks for CCCC faculty (e.g. completing Incident/Accident reports, student referrals and Incomplete grade contracts, and obtaining funds for inservice education from internal and external sources).

VI. Possible Action Items

The following activities are examples of action items that mentors and partners might agree to do:

- Review the latest CCCC Fact Book to learn about our students and devise teaching strategies based on the information
- Review literature on adult learning and identify the implications for teaching adults in the partner's discipline
- Work on the syllabus throughout the semester to revise it for the following semesters
- Try different strategies for encouraging collaborative learning and evaluate the results
- Develop methods for assessing student performance
- Review the Faculty Survival Checklist
- Discuss differences in learning styles and develop methods to help all students maximize learning opportunities
- Review list of services on campus for faculty and students

development plan form.) We recommend at a minimum that the mentor initiate contact with the partner every three weeks to see how the semester is going. Every conference is an opportunity for the partner to raise concerns or ask questions.

4. Helping to evaluate the mentoring program. Both mentors and partners will be asked to evaluate the mentoring experience and to offer suggestions for future mentoring programs. Mentors will also be asked to keep a list of the hours they spend mentoring, so the committee can have a sense of the time commitment required.

III. The Partner's Responsibilities:

The partner's chief responsibility is to participate fully in the dialogue with the mentor, so the goals and the action items they agree upon are useful.

Other responsibilities of the partner include:

1. Conferring with the mentor before the semester begins or as early in the semester as possible to discuss the goals of the mentoring relationship. The partner needs to explain his or her previous experience in teaching or training situations. The partner may want to discuss the mission of the community college and ask for suggestions about teaching methods that address the diverse needs of our students.

2. Working with the mentor to set specific goals for the semester and figure out a schedule for future conferences. There will be a conference about every three weeks. Every conference is an opportunity for the partner to raise concerns or ask questions.

3. Helping to evaluate the mentoring program. Both mentors and partners will be asked to evaluate the mentoring experience and to offer suggestions for future mentoring programs.

IV. Selection and Responsibilities of the Mentoring Coordinator

At the orientation, the mentors for each semester will choose one of their group to serve as mentoring coordinator. The coordinator acts as the liaison between the committee and the mentors and partners to preserve confidentiality. The coordinator will keep track of the mentor/partner agreement forms, the development plans, the program evaluation forms, and the total hours spent by mentors. The coordinator will send composite reports on goals and program evaluations to the committee. The coordinator will invite mentors and partners to a thank-you luncheon held by the committee at the end of the semester. The coordinator will serve on the faculty mentoring committee and will receive one additional service unit and $150 each semester in addition to $100 for mentoring.

I. The Mentoring Program

Twenty-five to thirty mentoring partnerships will be offered each year.

1. Faculty members will be offered mentors. Priority will be given to new full-time faculty. About 15 partnerships will begin in the fall semester and 15 will begin in the spring.

2. Each partnership will last for at least one semester and will include several conferences between mentor and new faculty member or partner. The mentors will be paid $100 per semester and will receive two service units per semester for participating in the mentoring program. The full-time faculty members who are partners will receive one developmental unit per semester for participating in the mentoring program if they choose to list the partnership on their plans.

3. Each mentor and partner will fill out an agreement form and sign it before mentoring begins. The form will specify the goals of the mentoring partnership, the limits of confidentiality, and the conference schedule. (See attached form.)

4. It will be possible to end a mentoring relationship at any time if either mentor or partner wishes to do so. A statement regarding the conclusion of the mentoring relationship is part of the agreement form for mentors and partners.

II. The Mentor's Responsibilities:

The mentor's chief responsibility is to work with the partner to assess his or her needs, so they can formulate goals and action items to meet those needs.

Other responsibilities of the mentor include:

1. Attending an orientation session, at which mentors will select a coordinator for the semester. A workshop on mentoring may be given during the semester.

2. Conferring with the partner before the semester begins or as early in the semester as possible to discuss the goals of the mentoring relationship. This conference should include a discussion about the partner's previous experience in teaching or training situations. The mentor may want to discuss the mission of the community college and offer suggestions about teaching methods that address the diverse needs of our students.

3. Working with the partner to set specific goals for the semester and figure out a schedule for future conferences. (See sample goals and action items in Sections V and VI and

Table of Contents

I. The Mentoring Program

II. The Mentor's Responsibilities

III. The Partner's Responsibilities

IV. Selection and Responsibilities of Mentoring Coordinator

V. Aspects of Community College Education

VI. Possible Action Items

VII. Selection of Mentors

VIII. Selection of Partners

IX. Evaluation of Mentoring Program

X. Role of the Faculty Mentoring Committee

Appendices:

1. Sample Mentoring Agreement Form
2. Sample Mentor/Partner Development Plan
3. Mentoring Partnership Evaluation Form
4. CCCC Faculty Survival Checklist
5. Bibliography

Sample Mentoring Agreement Form:

Charles County Community College

Faculty Mentor and Partner Agreement

_____ _____
Semester Year

We are voluntarily entering into a mentoring relationship which we expect to benefit both of us and Charles County Community College. We want this to be a rewarding experience with most of our time together spent in an exchange of ideas about teaching.

To establish a mutually acceptable understanding of our partnership, we have discussed and agree to the following administrative details of our mentor/partner relationship.

Duration of relationship: _____

Tentative schedule of conferences: _____

_____

_____

_____We have discussed the mentoring experience as it relates to faculty development and its relationship to the policies and procedures of the college. We understand the limits of confidentiality in the mentoring relationship.

_____We agree that this relationship can be concluded at any time, if, for any reason, it seems appropriate and we will notify the coordinator of the mentoring program. Every effort will be made to provide a new mentor for the partner or alternative support.

_____ _____
Mentor Partner

_____ _____
Date Date

_____ _____
Department Department

Copies to Mentor, Partner, Mentoring Coordinator

Sample Development Plan:

Charles County Community College

Mentoring Partnership Development Plan

_____ _____

Semester Year

Proposed Topics of Discussion: _____

_____

_____

_____

Proposed Ways of Implementing These Ideas: _____

_____

_____

_____

_____

Proposed Ways of Assessing Progress: _____

_____

_____

_____

_____ _____

Mentor Partner

_____ _____

Date Date

_____ _____

Department Department

Copies to Mentor, Partner, Mentoring Coordinator

Mentoring Partnership Evaluation Form

Please fill out the following form to help the Mentoring Committee in assessing this year's project for mentoring of new full-time and part-time faculty members. Your comments will be valuable in planning next year's project.

Check one of the following:

Mentor_____ Partner_____

Please answer the following questions. If you need more space, feel free to use the back or add an additional sheet.

1. How many hours did you spend in the mentoring partnership? Please include time spent meeting or talking on the phone. _____

2. Describe what your mentor/partner did best.

3. What was the best part of the mentoring experience?

4. What would have made the experience better?

5. Are there specific areas that you believe should be covered in tne mentoring sessions?

6. What changes would you recommend in the way this process worked?

7. In the future, how would you recommend that the mentoring process be evaluated?

8. Is there anything else you would like to tell the Mentoring Committee?

Mentoring Goals Evaluation

Please answer the following questions to help the Mentoring Committee assess whether this year's program met the goals which were established for its success.

1. Improved instruction

Agree 5 4 3 2 1 Disagree

2. Increased exchange of ideas between new and experienced faculty members

Agree 5 4 3 2 1 Disagree

3. Enhanced understanding of the mission of the community college

Agree 5 4 3 2 1 Disagree

4. Increased awareness of the diversity of the students at CCCC

Agree 5 4 3 2 1 Disagree

5. Shared strategies for student-centered learning

Agree 5 4 3 2 1 Disagree

6. Increased support for new faculty, so they enjoy their first semester and wish to continue teaching at CCCC

Agree 5 4 3 2 1 Disagree

Please return the completed form to the Mentoring Coordinator.

CCCC FACULTY SURVIVAL CHECKLIST

The list below includes most of the items you need to know to be a successful istructor at CCCC. Please contact your department chair or the Mentoring Committee if you have any questions on any part of this listing.

I KNOW HOW TO:

____ request a mentor.
____ check my room assignment.
____ find my mailbox.
____ submit syllabi (to campus and to dept.).
____ duplicate tests, etc. (Printshop, CCCC).
____ request audio-visual hardware ____ software ____.
____ input the convenience copier code and use the copier.
____ report student attendance problems.
____ fulfill my office hours obligation.
____ schedule student conferences.
____ complete the academic monitoring process (referral forms).
____ request classroom supplies.
____ use the Testing Center.
____ handle cheating and plagiarism situations.
____ complete the Grade and Attendance forms.
____ process Instructor Evaluations Questionnaires (IEQ's).
____ refer students to Learning Assistance.
____ obtain forms (grade change, etc.).
____ send campus or intercampus mail.
____ handle emergencies in the classroom.
____ use test banks.
____ use the Faculty Resource Center.
____ check-out portable packets (containing info. about CCCC).
____ accommodate students with special needs (physical handicaps, learning disabilities).
____ process General Education Surveys.
____ cover my class in the event of my absence.
____ apply for tuition waiver. **Credit** ____ **Credit-Free** ____
____ receive bookstore discounts and other benefits (D.2, Faculty Handbook).
____ locate and use the college phone directory.

I HAVE THE:

____ semester schedule.
____ full-time or part-time Faculty Handbook.
____ current textbooks for my courses.
____ instructor's guide for my texts.
____ Master Course Syllabus and sample syllabus.
____ lead instructor/campus liason phone number.
____ grades due deadlines.
____ policy on cancelled classes (by instructor, by CCCC).
____ current college catalog.
____ student handbook.

I UNDERSTAND THE GRADING PROCESS AT THIS COLLEGE, INCLUDING THE:

____ initial class roster.
____ official grade roster.
____ grade and attendance (G & A) sheets.
____ academic monitoring process forms.
____ mid-term grade report forms.
____ cheating/plagiarism (academic dishonesty) policy.
____ withdrawal forms.
____ incomplete grade process and forms.
____ audit grades.
____ final grade report forms.
____ grade appeal procedures.

I HAVE READ THE:

____ Faculty Statement on General Education.
____ college mission and goals.
____ college policy on sexual harassment.
____ college policy on non-discrimination.
____ college policy on freedom of information (student privacy).
____ CCCC copyright policy.
____ college Friday Report.

BIBLIOGRAPHY

Analmers, Robert K.. "Faculty Development: The Nature and Benefits of Mentoring." American Journal of Pharmaceutical Education Spring 1992: 71-75.

Berko, Roy. "Mentoring: What It Is and How To Develop A Collegiate Program." Presented at the Annual Convention of the Eastern Communication Association. Philadelphia: April 1990.

Blackwell, James E.. "Mentoring: An Action Strategy for Increasing Minority Faculty." ACADEME Sept./Oct. 1989: 8-14.

Boice, Robert. "Lessons Learned About Mentoring." New Directions for Teaching and Learning Summer 1992: 51-61.

Brinson, Jesse and Jeffrey Kattler. "Cross - Cultural Mentoring in Counselor Education: A Strategy for Retaining Minority Faculty." Counselor Education and Supervision June 1993: 241-253.

Campbell, William H.. "Mentoring of Junior Faculty." American Journal of Pharmaceutical Education Spring 1992: 75-79.

Cordova, Fred., et al. Mentoring Women and Minorities in Higher Education. 1988. ERIC: 325005.

Department of Transportation. Mentoring Course: Instruction Guide.

Department of Transportation. Mentoring Handbook. March 1992.

Diehl, Paul F. and Donald D. Simpson. "Investing in Junior Faculty: The Teaching Improvement Program (TIPs)." Innovative Higher Education Spring/Summer 1989: 146-157.

Doyle, Susan. "The Speech Communication Expert as a TABS Mentor." Presented at the Annual Convention of the Eastern Communication Association. Philadelphia: April 1990.

The Faculty Mentoring Service: Handbook for Mentors. Greenville Technical College.

Harnish, Dorothy and Lynn A. Wild. "Mentoring." AACC Journal Aug./Sept. 1993: 22-27.

- - - . "Peer Mentoring In Higher Education: A Professional Development Strategy for Faculty." Community Colleges Journal of Research and Practice 17(1993): 271-282.

Hosey, Pat, et al. Faculty Helping Faculty: A Guide to Mentoring. Dayton: Sinclair Community College, 1990.

Kauth, Michelle and Kim Buch. "The Effects of Personal Characteristics On Mentoring Activities." Presented at the Annual Meeting of the Southeastern Psychological Association. Atlanta: March 24-27, 1993. ERIC: ED 359448.

Kirk, James J.. Maxims for Mentoring. Cullowhee, North Carolina: Western Carolina University, 1992. ERIC: ED 350920.

"A Lecture For Lecturers and Faculty Helping Faculty." Videotape on Sinclair Community College Mentor Program.

Lowe, Alan A., Marcia A. Boyd, and Donald M. Brunette. "Mentoring and Pretenure Faculty Development." Journal of Dental Education. Oct. 1992: 675-678.

Merriam, Sharan B., Thomas K. Thomas, and Catherine P. Zeph. "Mentoring in Higher Education: What We Know Now." The Review of Higher Education 11.2 (Winter 1987); 199-210.

Murray, Robert C.. The TACT - Mentor Program: A Dual Introduction into College Teaching. Tiffin, Ohio: Heidelberg College, 1989. ERIC: ED 339267.

Reed, Ron. The Venture Program: A Faculty Mentoring Project. Hazard, Kentucky: Hazard Community College, 1992 Ed. ERIC: ED 344642.

Sands, Roberta G., L. Alayne Parson and Josann Duane. "Faculty Mentoring Faculty in a Public University." Journal of Higher Education March/April 1992: 174-193.

Scott, Mary E.. "Designing Effective Mentoring Programs: Historical Perspectives and Current Issues." Journal of Humanistic Education and Development June 1992: 167-177. Teaching for A Change. Aurora, Colorado: Community College of Aurora, 1-12.

Shea, Gordon F. Mentoring. Menlo Park, CA: Crisp Publications. 1992

Walter, Pam. Adjunct Faculty Staffing and Development Program. Rio Salado Community College, Auyona: July 1989 - Aug. 1990. ERIC: ED 322952.

Waxman, Merle. "Mentoring, Role Modeling, and The Career Development of Junior Science Faculty." Journal of College Science Teaching November 1992: 124-127.

Wheeler, Daniel W. "The Role of the Chairperson in Support of Junior Faculty." New Directions for Teaching and Learning Summer 1992: 87-96.

Wunsch, Marie A., ed. Mentoring Revisited: Making an Impact on Individuals and Institutions. San Francisco: Jossey - Bass, Spring 1994.

Xu Ming and Dianna Newman. "Mentoring New Faculty in a Higher Education Setting." Presented at the Annual Meeting of American Evaluation Association. Boston: Oct. 14-16, 1987. ERIC: ED 293-428.

FACULTY MENTORING COMMITTEE

ANNUAL REPORT

August 1996

Charles County Community College
Final Report of the Faculty Mentoring Committee
Sub-Committee of the Faculty Development Committee
1995 - 1996

Members:
Rex Bishop
Shirlee Levin (Chair)
Pat Genz
Sharon Smith-Douglas (Fall Semester Coordinator)
Carolin McManus (Spring Semester Coordinator)

Based on the success of a pilot project last year involving 11 mentoring partnerships, the committee expanded the program to 15 partnerships in 1995 - 96. In addition to mentoring partnerships for new full-time and part-time faculty, the committee set up cross-departmental mentoring for experienced faculty and offered new full-time faculty the opportunity to continue a partnership for a second semester.

The committee held orientation sessions for mentors, provided a mentoring workshop for faculty and staff, and reviewed evaluations of the project by mentors and partners.

Funding for mentoring activities came from faculty development funds, from two SMART Center grants and from the MDLN grant. (Three mentoring partnerships were set up to help experienced faculty members teach courses via the distance learning facility.)

The committee accomplished the following projects and activities:

1. Created a handbook on the faculty mentoring program
2. Presented a budget for 1996-97 to Academic Deans on Sept. 18
3. Applied for and received $3,000 grant from the SMART Center for expanded mentoring activities in 1995-96
4. Expanded program to 15 partnerships, including cross-departmental mentoring and a second semester of mentoring for new full-time faculty
5. Coordinated efforts with MDLN grant manager to set up mentoring partnerships for experienced faculty teaching courses via distance learning facility
6. Requested volunteer mentors for fall semester through E-mail at CCCC and CCSM, and through memos at CCCA
7. Selected ten mentors and partners for fall semester (Three were funded by MDLN grant.)
8. Held orientation session for mentors, including a fuller explanation of the project and training on listening skills. Mentors selected Sharon Smith-Douglas as fall semester coordinator. Christine Arnold-Lourie assisted the committee in December when Sharon had her twins.
9. Revised Faculty Survival Checklist, Mentoring Partnership Development Plan, and Program Evaluation Form

10. Reviewed composite report on goals set by members of fall partnerships
11. Sent request for payment of fall mentors and coordinator to Dean Williams
12. Reviewed composite evaluation of fall semester project by mentors and partners
13. Held luncheon for fall participants to discuss program and go over college services, including SMART Center
14. Requested volunteer mentors for spring semester through E-mail at CCCC and CCSM, and through memos at CCCA
15. Presented panel on mentoring at AFACCT Conference in January and submitted article for publication in Conference Proceedings. Anne Crowley and Richard Siciliano assisted with presentation.
16. Selected five mentors and partners for spring semester
17. Offered workshop on mentoring conducted by Dr. Roy Berko on Feb. 9, 1996. Eighteen faculty and staff members participated.
18. Held an orientation workshop for spring faculty mentors. Mentors selected Carolin McManus as spring semester coordinator.
19. Applied for and received a $1,000 SMART Center grant to allow spring semester coordinator to attend National Conference on Diversity in Mentoring in San Antonio
20. In response to a request from the Faculty Senate Chair for a nominee, the committee selected Shirlee Levin as the college's nominee for the Maryland Association of Higher Education Mentoring Award. Her interest in faculty mentoring has been instrumental in the development of this program at CCCC.
21. Held workshop on March 29 for part-time faculty on mentoring program and college services, including SMART Center
22. Reviewed composite report on goals set by participants in spring partnerships
23. Sent request for payment of spring mentors and coordinator to Dean Williams
24. Held luncheon for spring participants to discuss program and go over college services, including SMART Center
25. Reviewed composite evaluation of spring semester project by mentors and partners
26. Revised mentoring program and planned expansion for next year.

Committee Description and Objectives
Faculty Mentoring Committee

Goal: To coordinate a mentoring program for faculty

The committee was organized in June 1994 to research and develop a program for faculty mentoring. During a pilot project in 1994 - 95, the committee set up mentoring partnerships for 11 new full-time and part-time faculty, held orientation sessions for mentors and conducted evaluations of the project by mentors and partners. In 1995 - 96, the committee coordinated 15 mentoring partnerships.

During the academic year, the committee meets monthly. The committee selects the mentors and partners for each semester from those who have volunteered to participate in the program. The mentors select a person from among themselves to serve as the coordinator for the semester. The coordinator acts as the liaison between the committee and the mentors and partners to preserve confidentiality. The coordinator collects the faculty mentor and partner agreement forms, the mentoring development plans and the project evaluation forms. The coordinator serves on the faculty mentoring committee for the semester.

Appendices:

The following materials are attached to this report:

1. Proposed Goals and Action Items
   a. Fall semester report from Sharon Smith-Douglas
   b. Spring semester report from Carolin McManus

2. Program Evaluations
   a. Fall semester report from Christine Arnold-Lourie
   b. Spring semester report from Carolin McManus

FALL 1995
GOALS

MEMORANDUM

TO: Mentoring Commitee

FROM: Sharon Smith, Coordinator

DATE: October 9, 1995

RE: Fall 1995--Mentoring Goals and Actions

Number of mentors: 10

Number of partners: 10

GOALS:

1. Explore ways to involve or ensure participation of students on remote sites
2. Develope tests for use in certain courses
3. Explore ways to facilitate group discussions and collaborative learning in some courses
4. Enhance and enlarge grammar repertoire
5. To increase and improve instruction through open exchange of ideas
6. Discuss mission of the community college
7. Discuss student diversity, background and goals
8. Syllabus development and faculty development plans
9. Faculty evaluation process
10. Examine faculty survival checklist

ACTIONS:

1. To implement goals through meetings and discussions
2. Try ideas in partners classes
3. Examine catalog and student's handbook
4. Formulate new ideas for recruitng and retaining minorty students
5. Familarization with/ and discussion of faculty handbook
6. Review examples of faculty development plan
7. Sit in on each others classes/ discussions
8. Discussion of processes relevant to other areas

SPRING 1996
GOALS

To: Faculty Mentoring Committee
From: Carolin McManus
Re: Goals for Spring Partnerships
Date: March 5, 1996

This spring, five mentoring partnerships are in progress. Here is a list of topics that mentors and partners are working on:

1. Plan class activities for different learning styles
2. Develop a case study for students (CDP)
3. Improve tests and exams
4. Review syllabus
5. Develop strategies for teaching poetry
6. Develop techniques for handling difficult students
7. Review systems development life cycle

EVALUATIONS

MENTORING PARTNERSHIP EVALUATION RESPONSES

FALL 1995

1. How many hours did you spend in the mentoring partnership? Please include time spent meeting or talking on the phone.

Mentor Responses

3 hrs.
30 hrs.
4 hrs. Average: 12.1 hours
25 hrs.
3 hrs.
8 hrs.

Partner Responses

8-10 hrs.
5-8 hrs.
5 hrs. Average: 9.8 hours
3 hrs.
25 hrs.

2. Describe what your mentor/partner did best.

Mentor Responses

She felt free to contact me when she had questions.

Communicated Concerns. Receptive to changes - Can't take constructive feedback very well.

Pleasant, open to ideas and feedback.

My partner's best quality was a combination of her excellent communication skills and her cheerful attitude. Her spirit and willingness to learn made this experience a real joy.

Communicated well all areas of concern.

Partner Responses

Made availability quite open. There were plenty of opportunities.

Showed me the equipment and how to run it. It was emotionally comforting to know he was present at certain classes.

Answered questions regarding administrative procedures, provided emotional support.

Distance learning - helped me feel comfortable with equipment.

Ability to answer questions specific to Calvert campus.

3. What was the best part of the mentoring experience?

Mentor Responses
I liked that the mentor and partner were able to develop the structure.

Being able to help someone who is in the same position I was in - desperate!

Good rapport.

The best part of the mentoring experience was the opportunity to offer support and encouragement to a new faculty member.

Unofficial answer: Feeling like a big-shot sophomore!
Official answer: Learning about the partner's previous experiences in other educational institutions and sharing teaching activities and methods.

The opportunity to share teaching strategies.

Partner Responses
The opportunity to bounce ideas around. Informal introduction to the workings of the school, its resources and programs.

Having someone to explain the process. Without personal touch the process would have been overwhelming.

Someone to talk to, a source for answers to school policy questions.

It built up my confidence. I felt free to ask questions.

Having someone available to me, that could answer questions.

4. What would have made the experience better?
Mentor Responses
To continue to meet /for the/year. Maybe an organized chart of things to accomplish.

I feel the mentors should receive training and explicit guidelines from the college.

Hard to mentor a faculty member who already has experience. Maybe a brief session for partners could explain the function of the program to the.

Partner Responses
I'd like to see demonstration of how persons utilize on-line time and how they format their material. Also, how they manage long-term planning of lesson plans. How time and activities are managed at distance site with no teacher there: testing, attendance, exercise, etc.

If the mentor taught full-time on the same campus.

5. Are there specific areas that you believe should be covered in the mentoring sessions?

Mentor Responses
Unsure -- did not attend; began later in the semester.

IEQ's, materials review, promotion essentials, results of 1st exam, PSIPD Plans

College policies, campus policies and routines, long-range promotion preparation, grading policies, and syllabus preparation.

Syllabi, faculty evaluation process

The more open and less structured the better. Mentor and partner should be able to deal with/respond to issues that are important to them.

Partner Responses
How to deal specifically and yearly paperwork

Assess where each instructor is in the DL concept.
How to develop more inter-active games, videos, etc.

In any mentoring session? We covered what we needed to. I think it should be determined by the pair's needs.

We went over the faculty survival checklist initially and then as specific concerns came up we addressed those. The process worked fine.

6. What changes would you recommend in the way this process worked?

Mentor Responses
I like it overall - its unstructured for the most part. I like structure but at the same time I like the informality of it.

Training sessions for mentors, and more service points for the mentor.

Partnership should be formed in time for new faculty to get help on syllabi, if possible.

Partner Responses
I had very little notice that I'd be teaching in the DL setting, but have made it for a semester with trial and error. Perhaps those who have taught in a dept. can help others in their dept. to master the process.

I needed to be paired with someone who had more teaching than I.

7. In the future, how would you recommend that the mentoring process be evaluated?

Mentor Responses
I think the format is fine.

This is a nice tool - just do it later when the semester is over.

Personal interviews and group meeting.

More separate eval. forms for mentor and partners. These seem to be geared toward partners - esp. the back.

Partner Responses
Divide the process into introduction, class room time, preparation, class management in all locations, formatting of the materials, etc.
Set responses on specifically helpful each part has been.

Not with a form like the one attached - it's too limiting.

Evaluation form is fine.

8. Is there anything else you would like to tell the Mentoring Committee?

Mentor Responses
Thank you for organizing such a beneficial program.

Nice idea - I think it's great for new faculty - a real service for a full time and a nice support for part-time.

Thoroughly enjoyed this.

I am very much in favor of this program, and hope that I have the opportunity to participate next semester. I would also be wiling to assist in the creation of a mentor training program.

I believe this is a worthwhile program. Thank you for feeding us at the meeting.

Partner Responses
The teaching materials were not designed with DL in mind. Depts., publishers, and library systems need to better prepare for development and circulation of this kind of material. The teacher-student relationship in learning needs to be re-evaluated for this reinvention of the classroom. When will each student in class have a computer for use in class activities? I believe this is a somewhat successful attempt in learning the type of DL approach. I think it is a step into the way teaching and learning will take place in the information age. I'd say the equipment is like pre-model T. I want an electronic blackboard, TV screens that cover the entire wall and give full-size visual effect so it is like sitting in the room with all the students, and more user-friendly

equipment and materials.

8. Partner responses, continued.

This is a great resource for new instructors, especially ones that have never taught at this college before.

Quantitative Responses

Agree 5 4 3 2 1 Disagree

1. Improved instruction.

Mentor responses: 4 Average: 4.9

Partner responses: 5 Average: 3.5

2. Increased exchange of ideas between new and experienced faculty members.

Mentor responses: 5 Average: 5

Partner responses: 5 Average: 3

3. Enhanced understanding of the mission of the community college.

Mentor responses: 5 Average: 4.8

Partner responses: 5 Average: 3.8

4. Increased awareness of the diversity of students at CCCC.

Mentor responses: 5 Average: 4.6

Partner responses: 5 Average: 4.4

5. Shared strategies for student-centered learning.

Mentor responses: 5 Average: 4.8

Partner responses: 5 Average: 3.4

6. Increased support for new faculty, so they enjoy their first semester and wish to continue teaching at CCCC.

Mentor responses: 4 Average: 5

Partner responses: 5 Average: 4.42

EVALUATIONS
SPRING 1996

Mentoring Partnership Evaluation Form Results

The mentoring committee distributed forms for the mentors and partners to complete and return. The following is a compilation of responses from both mentors (N=4) and partners (N=4). The order of the responses has been randomized for confidentiality. Some responses are verbatim; some are summarized. Original questions are in boldface.

Please answer the following questions. If you need more space, feel free to use the back or add an additional sheet.

1. How many hours did you spend in the mentoring partnership? Please include time spent meeting or talking on the phone.

Mentor Responses

Times reported: 10, 30, 4.5, one no-response
Range: 4.5 to 30
Average: 14.8 hours

Partner Responses

Times reported: 4.5, 5, 10, 15
Average: 8.6 hours

2. Describe what your mentor/partner did best?

Mentor Responses

made helpful comments about the school and classes; was available to help students or meet with mentor

partner was open to suggestions, eager to learn the "routine" at the college and to refine lesson plans

opened up when problems occurred

communicating, planning and showing an earnest desire to be a good teacher

Partner Responses

help with test and project development and grading; availability for advice/council

able to assess problems associated with teaching in a lab; knowledgeable about lab-related pedagogy

shared "how to" teaching lore about what works in classroom and what doesn't

suggested various teaching strategies; helped to implement group work

(See also last response under partner responses of question #6)

3. What was the best part of the mentoring experience?

Mentor Responses

sharing of new ideas, experiences and methods of presenting lectures and designing projects

watching someone grow, get through rough spots

the best part was getting to know my partner in a personal way; finding that the partner is a committed and wonderful person

enjoyed getting to know my partner and learned a great deal from the partner who is a recent graduate

Partner Responses

mentor relieved much stress, anxiety over lectures, etc.
knowing someone was there to listen to problems and/or answer questions
freedom to ask questions as needed without imposing
getting to know an equally committed educator; sharing experiences

4. What would have made the experience better?

Mentor Responses

n/a
more uninterrupted time for discussion/exchange of ideas
arranging meeting times was difficult--partner was p/t instructor
time; schedules were exactly opposite

Partner Responses

more time: our assignment/matching occurred later in the semester
more free time to talk
a more synchronous schedule
I should have become involved with the program earlier

5. Are there specific areas you believe should be covered in the mentoring sessions?

Mentor Responses

with the exception of necessary "housekeeping" items, this should be left up to mentors and partners

should be left up to the partnership
those listed on checklist
accomplishments, expectations, general agenda and procedures of the mentoring process

Partner Responses

help with tests, lesson plans, projects
fulfilling college and department paperwork; providing background on college politics
teaching strategies; faculty development requirements
no--problems are addressed as they arise

6. What changes would you recommend in the way this process works?

Mentor Responses

n/a

it worked quite well
none; I found this very easy
no response

Partner Responses

none
nothing--I had a great experience
earlier partnering; partnerships on same campus (although it can be done by phone)
none--very informal, friendly; mentor was very accessible; if I didn't call mentor, mentor called me

7. In the future, how would you recommend that the mentoring process be evaluated?

Mentor Responses

evaluate later in the semester
current process worked well; communications during the semester is important; problems can be discussed early
using this form for both the mentor and partner
n/a

Partner Responses

no response
this works
could add an interview
by attending to responses like these; each person has unique needs and perceptions; this process should be free-flowing and responsive to them

8. Is there anything else you would like to tell the mentoring committee?

Mentor Responses

great idea; I enjoyed it
thank you; I want to do it again in the fall
my experience this semester was valuable; my partner was cooperative, professional and really worked to make the semester (new course) successful; it's rewarding to feel like you've helped!
have now had two very successful mentoring experiences

Partner Responses

no
thank you
I enjoyed having someone knowledgeable (of CCCC) and experienced with the students to talk to; I could bring up problems as they arose or share impressions and get feedback
thank you for having this program!

Mentoring Goals Evaluation--Mentor and Partner Responses

Please answer the following questions to help the Mentoring Committee assess whether this year's program met the goals which were established for its success.

Agree 5 4 3 2 1 Disagree

Mentors: N=3 Partners: N=4
Average of all responses is given

1. Improved instruction

Mentors: 5
Partners: 4.75

2. Increased exchange of ideas between new and experienced faculty members

Mentors: 5
Partners: 4.75

3. Enhanced understanding of the mission of the community college

Mentors: 4
Partners: 4.5

4. Increase awareness of the diversity of the students at CCCC

Mentors: 4
Partners: 4.5

5. Shared strategies for student-centered learning

Mentors: 5
Partners: 4.75

6. Increased support for new faculty, so they enjoy their first semester and wish to continue teaching at CCCC

Mentors: 5
Partners: 5